



**National Association  
for Music Education**

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# **The Impact of Federal Funds on Music & Arts Education: Results from 2022 Survey**

**A Report for Music and Arts Education Advocates**

**March 2023**

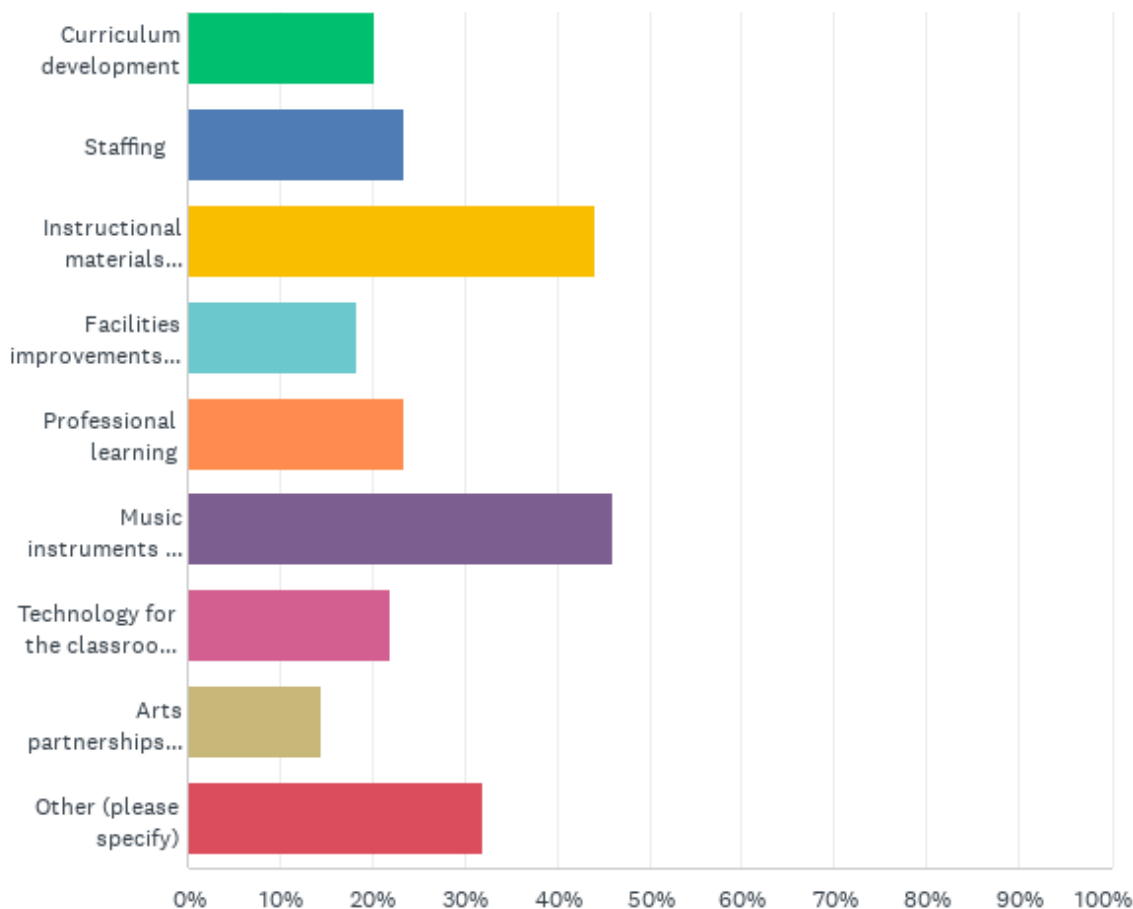
The National Association for Music Education (NAfME), in collaboration with the NAMM Foundation, the Educational Theatre Association (edTA), the National Dance Education Organization (NDEO), and the National Art Education Association (NAEA), conducted an informal survey to collect data about the use of federal funds to support music and the arts (dance, theatre, and visual arts) during the 2021–22 school year. Responses were received from 47 states, the District of Columbia, and Puerto Rico between October 28 and December 9, 2022. The majority of the 343 individuals who filled out the survey were classroom teachers and district arts supervisors.

## Federal Funds Available for Music and Arts

When Congress passed the most recent iteration of the Elementary and Secondary Education Act (ESEA) in 2015, the [Every Student Succeeds Act](#), it listed music and the arts as part of a well-rounded education and eligible for funding under Title I; Title II, Part A (Supporting Effective Instruction State Grants); and Title IV, Part A (Student Support and Academic Enrichment Grants). In addition to the annual appropriations allocated to these programs in FY 2022, Congress authorized an unprecedented \$193.2 billion for the Elementary and Secondary Education Relief (ESSER) funding during the COVID-19 pandemic. Funding was intended to reopen school buildings safely and accelerate student learning, but it could also be used to support student access to a well-rounded education.

## Use of Federal Funds

**If federal funds were spent for music and the arts in school year 2021-2022, how were they spent?**

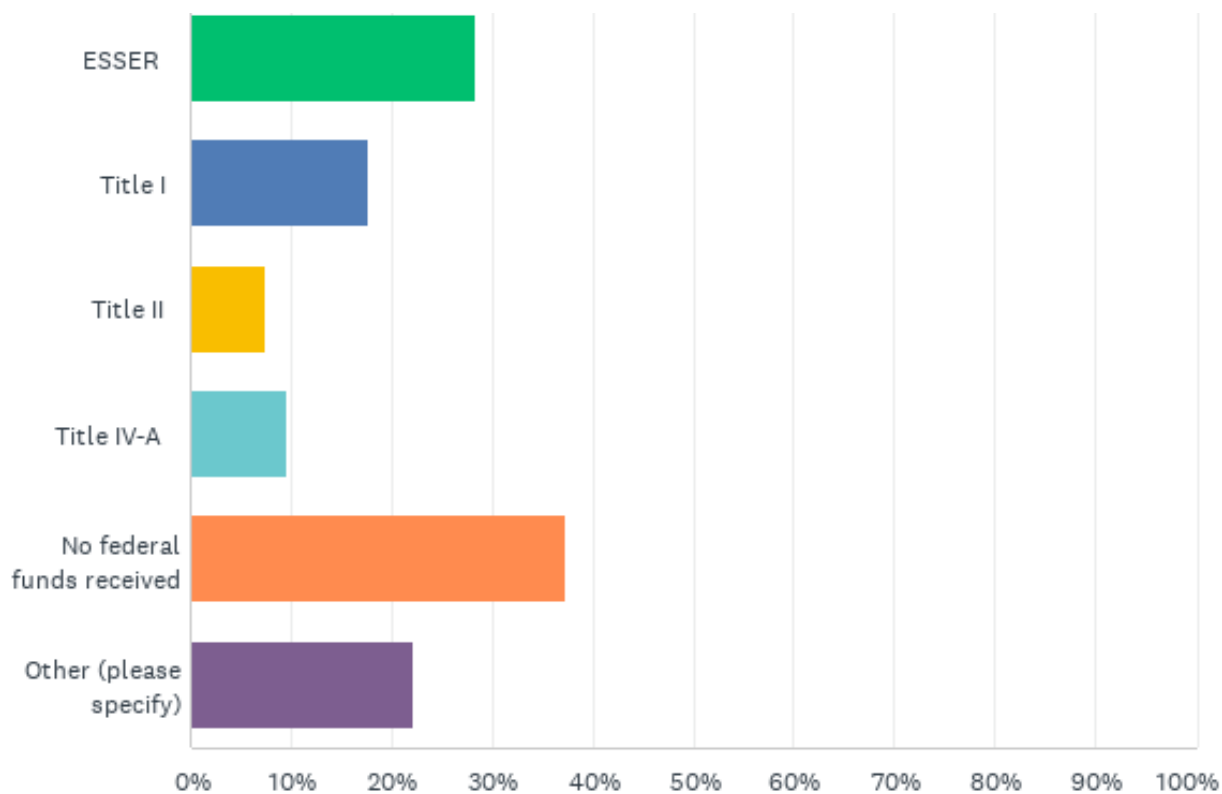


More than 45% of respondents who received federal funds for music and the arts purchased musical instruments and other supplies, many with ESSER funding, to avoid sharing items among multiple students. Other respondents reported using the ESSER funds to have instruments professionally cleaned or repaired and to purchase bell covers for brass instruments, art supplies, masks for choir students, and individual makeup products for theatre students. Some schools were able to use ESSER funding to increase staffing for their music and arts programs, allowing more students to participate more frequently. Other schools used ESSER funding to support social and emotional learning (SEL) and offer enrichments opportunities in music and the arts. Dance students in Nashville, Tennessee, were able to attend a free after-school program with guest teaching artists for the entire year. The Pawtucket, Rhode Island, School Department offered a five-week summer beginning band program to jumpstart the middle school bands.

*“Students from all over the city were invited to participate in this program. The results after five weeks proved to administrators that middle school students in our city want to participate in band programs. We now have active band programs in all three middle schools during the school day in our district.” – Goff Middle School Band Director Donald “Don” Dupre.*

### Types of Federal Funds Used

**Select the type of federal funds that are used to support music and arts programs in school year 2022-23.**



While nearly 30% of respondents reported the use of ESSER funds to support music and arts programs, Title I was the second most-cited funding source often in combination with ESSER funds. Again, schools used the funding to purchase instruments and other supplies, but they

also upgraded their music facilities and offered summer fine arts camps and private lessons to students from low-income families. Many schools used Title IV, Part A funding to expand music offerings such as guitar and ukulele. The funds were also used to support summer camps for band students; all-county band opportunities in elementary, middle, and high school; interdisciplinary arts experiences and arts integration; and professional development for educators. Some districts in suburban and urban areas reported the use of multiple federal funding sources for music and the arts. Baltimore County Public Schools in Maryland was one of the few school districts to leverage funds from all four programs.

**“We have had an arts component to all of our major federal funding initiatives particularly connected to SEL and Community Engagement. We continue to see positive feedback and appreciation captured through our climate survey.” – Sherri Fisher, Director of CTE and Fine Arts**

## Call to Action

Federal education funding is intended to provide equity across multiple localities and can help ensure more students have access to high quality music and arts programs. Your continued advocacy is essential to this work!

- 1. Initiate conversations with your principal and district leaders about the remaining ESSER funds before the 2023-24 school year.**  
**[bit.ly/ESSERtoolkit](https://bit.ly/ESSERtoolkit)**
- 2. Educate district leaders about the opportunity to use Titles, I, II, and IV-A funding for music and the arts.**  
**[bit.ly/TitleIVAToolkit](https://bit.ly/TitleIVAToolkit)**
- 3. Urge your members of Congress to support robust funding for Titles I, II, and IV-A in the FY 2024 Labor-Health and Human Services-Education appropriations bill.**  
**[bit.ly/SupportMusicEdFY24](https://bit.ly/SupportMusicEdFY24)**
- 4. Share stories about how federal funding has been used to support YOUR music program with the NAFME Advocacy & Public Policy team! Email: [advocacy@nafme.org](mailto:advocacy@nafme.org).**
- 5. Learn more about how federal funds can be used to support music education.**  
**[bit.ly/FedFundsMusicEdWebinar](https://bit.ly/FedFundsMusicEdWebinar)**
- 6. Learn more about how music education impacts Social-Emotional Learning.**  
**[bit.ly/ConnectMusicSEL](https://bit.ly/ConnectMusicSEL)**